To the Graduate Council:

I am submitting herewith a thesis written by Shilpa P. Shah entitled "A Case Study of the Mediational Processes Between a Child and Her Divorced Parents." I have examined the final copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Arts, with a major in Psychology.

Robert G. Wahler, Major Professor

We have read this thesis
and recommend its acceptance:

Accepted for the Council:

Associate Vice Chancellor and
Dean of the Graduate School

A Case Study of the Mediational Processes Between a Child and Her Divorced Parents

A Thesis

Presented for the

Master of Arts

Degree

The University of Tennessee, Knoxville

Shilpa P. Shah

May 1996

ACKNOWLEDGMENTS

There are many people to whom I am grateful who have been influential in my professional and personal growth. First, to my advisor and thesis committee chairman, Robert Wahler, Ph.D., I would like to express my gratitude for the support and guidance he has given me and for his patience as I encountered many difficult times in the program. To Anne McIntyre, Ph.D., a committee member, I am grateful for the opportunity to learn from her and get to know her. To V. M. Nordquist, Ph.D., I appreciate his contributions to my thesis.

I would also like to thank Don Broach, my computer consultant, and Jeff Adams for their time and assistance. In addition, I wish to thank Adair Allen for her involvement with the early stages of my research, and the undergraduate students who assisted me with data collection and transcribing video tapes. A special thanks goes to Janet Carnes for all of her help.

I also wish to acknowledge my classmates and my friends for the friendship and support they have provided during my graduate education.

Lastly, I would like to thank my parents, Pravin and Arti Shah, and my sister Shweta for the love and support they have given me throughout my life.

ABSTRACT

This study was a naturalistic experimental study of a mediational process in the interactions of one child and her conflicting parents and to test causality of the process. This child was found to be an active mediator between her parents. Through self-report measures and direct observational measures, the mediational process was captured. Causality, however, was not determined.

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CHAPTER I

INTRODUCTION

The impact of marital conflict on children is of growing concern. This is particularly so in the case of separation or divorce, when conflict is inevitable and the child must adjust to such conflict. Although it is well known that marital conflict has great effect on children, the process through which this occurs is not well understood (Emery, 1982, cited in Davies & Cummings, 1994).

Cummings and Davies (1994) argued that one key to understanding the development of such adjustment problems is the emotional functioning of the child. They propose that emotional security is crucial to children's regulation of emotions and to their response to marital conflict. When faced with family stress, such as marital conflict, this emotional security is undermined when they are unsure of their parents' availability. Thus, Davies and Cummings (1994) have proposed that emotional security is also influenced by the quality of the marital relationship. Since marital conflict can create an unpleasant home atmosphere and can reduce the emotional availability of the parents, children have every reason to be concerned about the quality of their parents' relationship.

It is not surprising, then, that young children become

involved, and even enmeshed, in parental conflicts and play a significant role in these conflicts. In doing so, they make attempts at mediating such conflicts (Covell & Abramovitch, 1988; Covell & Miles, 1992, cited in Davies & Cummings, 1994). When children see these conflicts as severe and destructive, they then become motivated to take action and thereby reduce their feelings of insecurity (Davies & Cummings, 1994). In the case of a separation or divorce then, where conflicts are most likely to be severe, children must be especially prone to take action.

One common form of the child's mediation action involves a syndrome in which the child is preoccupied with unjustified or exaggerated dislike or criticism of one parent and an allegiance to the other parent (Gardner, 1992). Gardner (1992) calls this syndrome parental alienation, involving conscious, subconscious and unconscious factors within the "programming" parent, as well as factors that arise within the child, independent of parental contributions. It is important to note that Gardner uses this term to refer to situations when the parent has not in any way exhibited behavior that may warrant such alienation by the child.

Because divorce is such a stressful event to children, they are very likely to feel insecure about their parents' emotional availability. Building an alliance with one parent allows the child to be sure that that parent will continue to love him or her. Because the two parents are likely to be in

conflict with each other, alienating the other parent serves as a way to enhance the alliance with the preferred parent, and thus to insure the child's bond with that adult.

Children, thus, may attempt to mediate their parents' conflicts through behaviors that regulate, reduce, or terminate such conflicts, and in so doing, they may also show clear alliance with one parent over the other. However, a review of the empirical literature indicates a scant evidence to confirm the child's role as mediator, i.e. observational evidence on how children mediate a resolution through words and actions. The present research was designed to shed light on this picture.

As a preliminary effort to add to the empirical picture, it was decided to conduct an intensive study of one divorcing family over time. This family was selected because of concerns voiced by both members of the divorcing dyad that their child was highly distressed over the divorce. Congruent with the previously cited research, we expected to find this youngster to be an active mediator between her warring parents. Through self-report measures and direct observational measures we hoped to capture the mediational process.

Not only have we assessed a naturalistic picture of mediation, but by identifying the parental factors that lead to mediation, we have been able to alter this process. We expected to find that by altering the causes of mediation

through clinical intervention, we could alter the mediational process. Thus, we test the causality of this mediational process.

CHAPTER II

METHOD

Design

This study implemented an intrasubject replication design consisting of the following phases: 1) Baseline 1, establishing a baseline of the natural behavior patterns of interest; 2) Treatment 1, the systematic change of a suspected maintenance variable identified during baseline; 3) Baseline 2; the re-establishment of the baseline phase by withdrawal of intervention; and 4) Treatment 2, a return to treatment (Hersen & Barlow, 1976).

In this study, therapy sessions occurred once a week for approximately eight months. For the purposes of this study, the Baseline 1 phase was divided into two subphases, first a baseline of the parent-parent and parent-child relations and communication patterns was established, based on the parents' self-report in the absence of the child, then direct evidence of these patterns was sought in the presence of the child. The Treatment 1 phase involved facilitating the child's withdrawal of her role as mediator. The Baseline 2 phase, then, consisted of a withdrawal from intervention. The Treatment 2 phase, finally, involved a return to remediation.

Assessment measures were administered at the onset of the study and at the end of each phase. Home observations were

conducted on a weekly basis throughout the study.

Subjects

The father was 37 years old, has had a high school education, and was employed at a fast food restaurant. The mother was 34, has had a year of college education, and had a job in health care administration. They have a daughter, Jenny, who was 6 years old and was in kindergarten when the study began. The parents had been married for about ten years prior to the divorce. At the time the study began, they had been separated for about eight months and divorced for approximately four months. They had joint custody of Jenny, who primarily resided with the mother, but spent two nights per week with her father in addition to frequent weekend visits with him.

The father was a very unmotivated person who would sit by passively and allows misfortunes to happen. He had little self esteem and was afraid of change, so he held on to his low paying, dead end job. He was willing to accept blame for his downfall, but has done nothing about it. He was unable to stand on his own two feet, and relied on others for support, including his ex-wife and Jenny.

The mother, on the other hand, was the opposite of this. She was a highly motivated person who took action in life. She did not lean on anyone. In contrast, she felt a need to take care of practically everyone in her life including her ex-husband, but then would resent having done so and would

feel taken advantage of. Even though she divorced him, she still cared for him deeply and idealized him.

Jenny was a lot like her mother. She also had the tendency to take care of people, particularly her father. She also cared for him deeply, particularly since her mother divorced him. According to both parents, she allied with her father by behaving better with him, being helpful to him, and taking care of him. At the same time, she alienated her mother by resisting her instructions and not behaving as well with her.

Treatment

Treatment followed a synthesis teaching strategy, as outlined by Wahler, Cartor, Fleischman, and Lambert (1993). This intervention was designed to facilitate the parents' discrimination between the stressful nature of child care and other stresses in their lives. The procedure consisted of a conversational format in which the therapist and the parents discussed child care experiences and other experiences with the purpose of highlighting the differences between the two experiences. The goal was to find experiences from various aspects of the parents' lives that were similar to the parents' experiences with the child and to discuss the similarities.

Metaphors were identified for each person's communication style. A "Jesus Christ" metaphor was offered by Jenny and her mother to describe their similar roles of attempting to save

people. Father offered the metaphor "child" to outline his avoidance of responsibility and his dependency on other people. Through these metaphors, the therapist was able to enlighten each person to their general behavior patterns that contribute to their problems. As each person became aware of their problematic behaviors, they learned to reduce or eliminate them. As the parents' problems were gradually reduced and as Jenny began to discard her role of attempting to save people, then Jenny's mediational role decreased.

Measures

The following assessment measures were used to determine parental conflict: Bell Object Relations Inventory (BORI) and Response Mode Inventory for Couples (RMIC). In addition, the following measures were used to determine the child's mediation efforts: Child Behavior Checklist (CBCL), Separation Anxiety Test (SAT), and the Standardized Observation Codes Revised (SOC-R).

The BORI (Bell, 1991) was used as a personality measure for each of the parents to indicate their level of maturity in various areas. The RMIC (Adams & Moore) was used to measure each parent's perspective of the other parent's modes of response in problem solving situations. A change in scores across time would signify an increase or decrease in conflict, which would give the child more reason or less reason to engage in a mediational process. The CBCL (Achenbach, 1982) was used to measure the child's behavior patterns according to

the perception of each parent. A significant difference in the child's behavior patterns between the two parents would be evidence of a mediational process. The SAT (Kaplan, 1985) was used to assess the child's level of emotional security and her ability to deal constructively with parent-child separations.

Finally, the SOC-R (Cerezo, Keesler, Wahler, & Dunn) was used to measure the child's actual behavior patterns that were observed in each of the parent's homes. Specifically, the behavior patterns of interest included the child's positive and negative responses to each parent's approaches, and each parent's positive and negative responses to the child's approaches. A significant difference in the child's behavior with each parent, such that the child is more likely to be positive with one parent and more likely to be negative with the other parent, in the absence of a significant difference between each parent's behavior with the child, would be evidence of a mediational process.

The BORI consists of 44 descriptive statements which the respondent endorses as "true" or "false" according to his or her recent experiences. Scoring yields four object relations subscales: Alienation (A), Insecure Attachment (IA), Egocentricity (E), and Social Incompetence (SI). Bell cites a review of the BORI in Test Critiques (Alpher, 1990) as having concluded that it is a valid and reliable instrument for the assessment of object relations. The internal consistency and split-half reliability for all of the scales

is in the good to excellent range. The test-retest reliability for each of the scales over 4 weeks, 13 weeks, and 26 weeks is neither too high nor too low. Finally, the classification reliability for all of the scales was good (Bell, 1991). Likewise, a number of studies have demonstrated high discriminant, concurrent, and predictive validity (Bell, 1991).

The RMIC consists of 100 items, each reflecting a particular response mode type (Advisement, Interpretation, Disclosure, Reflection, and Question) and its valence (positive or negative). For this measure, subjects were asked to think about their problem-solving interactions with their ex-spouse and to indicate how likely it is that their ex-spouse would say each item during the interaction. Response options range on a five-point Likert-type scale anchored by "Very Likely" and "Very Unlikely." The raw scores were then converted to scaled scores, which range from 0 to 100. Responses thus reflect subject's judgments of their ex-spouse's response mode use during problem-solving. All of the subscales have an acceptable degree of internal consistency, concurrent validity, and criterion validity (Adams & Moore).

The CBCL consists of 113 items, each reflecting a particular behavior problem (Depressed, Social Withdrawal, Somatic Complaints, Schizoid-Obsessive, Hyperactive, Sex Problems, Delinquent, Aggressive, and Cruel). Each parent was instructed to indicate, on a scale of 0 to 2, how true each

item is for his or her child. Scores for the various scales were obtained by adding up the scores for individual items that pertained to that scale and converting them to T scores. T scores were also obtained for Internalization and Externalization and for the total. The CBCL has been shown to have good content, construct, and criterion-related validity. The test-retest reliability is .952 after a 1 week interval and .838 after a 3 month interval, and interparental agreement is .66 (Achenbach, 1983).

The SAT involved obtaining the child's verbal responses to pictorial representations of separation experiences. The test consists of five pictures depicting situations in which a child is separated from a parent. The situations vary in terms of stress level. Stories 1, 4, and 5 emphasize parental departure, while stories 2 and 3 depict situations in which there is parent proximity.

Each SAT picture was separately shown to the subject by the test administrator. The subject was told explicitly what was happening in a particular picture. The subject was then asked how the child in the picture was feeling and why she was feeling that way. For stories 1, 4, and 5 the tester then presented the child with fifteen possible feelings she might have in the situation, and then asked the subject what the child then does.

Scoring of the SAT yields two scales, a Solutions scale and an Emotional Security scale. The Solutions scale attempts

to assess the ways in which children cope with imagined separations. For this scale, each of the separation situations which emphasize parental departure (pictures 1, 4, and 5) are scored separately. The solutions can fall into any one of the following categories: 1) constructive solution, which includes preventing the separation or imagining positive activities, 2) no solution, which includes imagining only passive activities or providing no solution at all, and 3) negative solution, which includes negative activities or increasing the distance between parent and child. Three different scores are assigned within each category, yielding a nine point scale, such that scores 1, 2, and 3 fall in the Negative Solution range, scores 4, 5, and 6 fall in the No Solution range, and scores 7, 8, and 9 fall in the Constructive Solution range.

The Emotional Security scale of the SAT is designed to assess overall emotional security shown in the subject's responses and the manner in which s/he responds. One score is given for the entire test, based on all the information provided in the transcript, including information from the Solutions Scale. Scores fall on a nine point scale ranging from Very Secure to Very Insecure.

The SAT given to children at age 6 has been shown to be correlated at .64 with the Strange Situation Test given to the same children at 12 months for emotional security.

The SOC-R was used to assess the nature of the parent and

child interactions and behaviors. This coding system is designed for the direct observational assessment of children and their families. The SOC-R consisted of one hour home observations that were conducted in each parent's home once a week to record child and parent behavior. Observation rules required all family members to be present and to remain in two rooms in sight of the observers. No guests or visitors were allowed in the home during the observation period. The television set had to be turned off and incoming telephone calls were to be as brief as possible. Conversations between family members and the observers were discouraged during the observation.

Behaviors coded include both interactional and noninteractional behaviors. Interactional behaviors included the following: 1) Social approach, defined as verbal or physical contact with another person. 2) Instruction, defined as a direct or indirect command. 3) Compliance, defined as the child or parent's doing or saying what is asked of him or her. 4) Opposition, defined as failure to comply with an instruction. These behaviors were scored in terms of their valence, positive, negative, or neutral. Noninteractional behaviors included the following: 1) Play, including any instance of spontaneous appropriate use of toys, books, games, or activities like dancing or singing. 2) Work, including school related activities or activities judged by the observer as helpful to others. 3) Complaints, including crying,

whining, and displays of temper. 4) Nothing, defined as a lack of activity, where the child is not interacting with people or objects.

Observational data were coded using coding sheets segmented into 240 15-second time intervals. The number of observations completed was 20 for the mother's home and 25 for the father's home.

Prior to the study, because Jenny was feeling distressed about her parents' divorce, we expected to find behavior problems indicated in the CBCL and in the SOC-R. Similarly, we expected to find the child to rate low on emotional security, indicated by the SAT. Also, we expected that the parents will not view each other favorably, indicated by the RMIC.

Additionally, during the Baseline 1 phase, we expected to find the child allied with one parent and alienated toward the other. This would be manifested in home observational data, in which the child would be found to be more likely to respond positively to one parent's approaches and negatively to the other parent's approaches. Finally, we expected this behavior pattern to decline by the end of the therapy.

Data Analysis

Because this study is a single-subject study, data from the RMIC, BORI, SAT, and CBCL were analyzed descriptively by comparing scores. For example, scores indicating parents' perceptions of the child's behavior were compared to each

other and compared across time.

Home observational data were analyzed by computing conditional probabilities of the following behavior patterns across the four phases of therapy: 1) Child positive approach, given Mother approach of any valence. 2) Child negative approach, given Mother approach of any valence. 3) Child positive approach, given Father approach of any valence. 4) Child negative approach, given Father approach of any valence. The probabilities were computed using a lagged event analyses (ELAG) program by Bakeman. The significance of the conditional probabilities were determined by comparing them with the standard probabilities and computing the Z scores. A score above 1.96 was considered significant.

CHAPTER III

RESULTS

Background Test Data

At the beginning of the study, on the RMIC, the mother described the father as well above the norm for married couples, for all of the Positive subscales, while the father's Positive subtotal was also above the norm. In contrast, her Negative subtotal was well below the norm, while his Negative subtotal was at the norm. While this suggests that, each of them viewed the other as someone who communicates with the other in a better manner than most people view their spouses, father clearly viewed mother as more negative than she viewed him.

In comparing the BORI scores for the mother and father, at the beginning of the study, it was found that they scored about equally on Insecure Attachment and on Egocentricity, indicating that their levels of maturity are similar to each other with regard to these areas. The father scored significantly higher than the mother on Social Incompetence and Alienation, indicating that he had more difficulty with establishing relationships than she did and that his relationships tended to lack intimacy and were more superficial than hers.

On the SAT, Jenny scored at the level of Neither Secure

nor Insecure, suggesting that she was not able to arrive at constructive solutions to the stressful experience of separation, but on the other hand, not showing signs of excessive anxiety or resistance. She was able to express vulnerability of feelings and occasionally expressed open-ended feelings, but would often arrive at passive solutions. This score remained constant throughout the study.

On the CBCL, based on their Internalization and Externalization T scores, neither parent saw any significant behavior problems.

Thus, at the beginning of the study, each parent had a favorable view of each other, but the father saw more negativity in the mother than she did in him. The father's maturity level was lower than that of the mother, such that he had more difficulty than the mother in establishing relationships and with intimacy. Jenny's level of emotional security was neither high nor low, and neither parent saw any significant behavior problems in her.

Baseline 1

By the end of the first baseline phase of the study, we expected to find the same results as at the onset of the study. See Table 1.

According to the RMIC scores shown in Table 1, the mother perceived the father in a very favorable light. Although the father perceived the mother favorably as well, he also saw substantially more negativity in her communications than she

Table 1: Results from Baseline 1

Measure	Mother	Father
RMIC		
Positive Valence	77.50	76.00
Negative Valence	0.00	30.61
Total	88.57	74.05
BORI	5.75	11.00
CBCL		
Internalizing T score	60	66
Externalizing T score	52	57
Sum T score	59	61
HOME OBSERVATIONS		
Child positive given parent social approach	2.33*	1.30
Child negative given parent social approach	1.39	3.22*

* $p < .05$

did in his. Additionally, his maturity level was lower than hers. Based on the earlier described interview findings the mother had a strong tendency to take care of people, and would often monitor the father in an attempt to encourage him to improve his life. This monitoring appeared to come across as criticism, which would explain why he saw more negativity in her communications than she did in his messages to her.

Continuing with an inspection of Table 1, the mother did not see the child's behavior as problematic. The father, however, saw some problems with internalizing behaviors (CBCL). Similarly, the home observational data showed that the child exhibited substantially more positivity to her mother than her father, and more negativity to her father than her mother.

Based on the overall Baseline picture, it would appear that the daughter's critical reactions to her father were similar to father's perception of mother as providing negative communications. In this sense, it could be argued that Jenny was in alliance with her mother to shape her father into a mature individual. If these speculations are valid, an intervention designed to alter mother and daughter's caretaking stance ought to lead to the following: Father ought to see less negativity in mother, and daughter should show less negativity to father and thus relinquish her role as mediator.

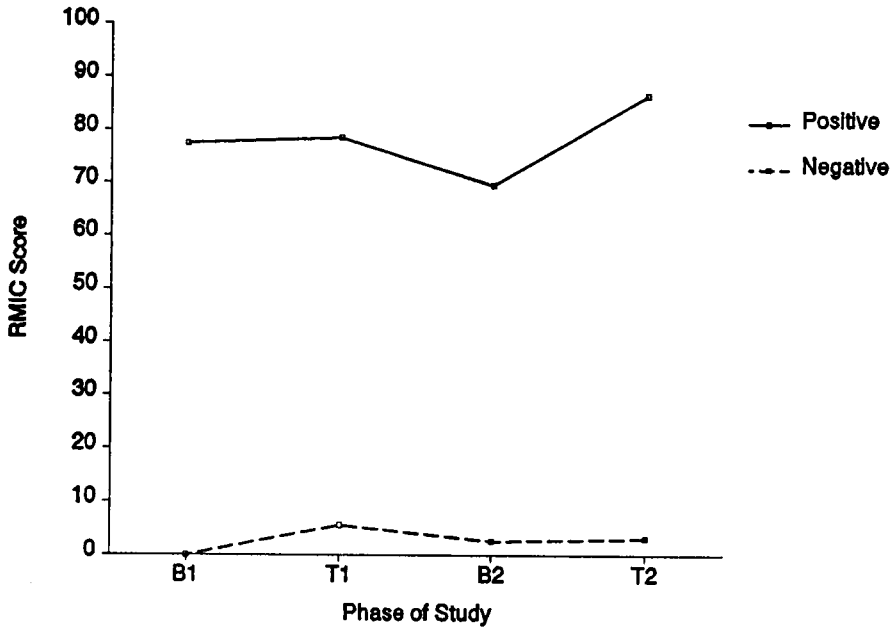
Experimental Manipulation of Parent Communication (Treatment 1, Baseline 2, and Treatment 2)

On the RMIC, as seen in Figure 1, the mother's Positive subtotal describing the father remained almost the same throughout the study, indicating that she continued to view his communications with her as being very positive, and she consistently viewed him as non-negative. The father's Positive subtotal describing the mother, in contrast, had dropped drastically following Treatment 1, and then leveled off. This would indicate that after Treatment 1, he began viewing the mother as less positive in her communications with him than before, suggesting that her caretaking stance had declined. Surprisingly, the father's Negative subtotal increased after Treatment 1 but then steadily decreased.

On the BORI, as shown in Figure 2, the mother's Total score remained about the same throughout the study while the father's score increased after Treatment 1 and then steadily decreased. This pattern over time suggests that her maturity level remained steady, while his maturity level gradually improved. Therefore, as his perceptions of her communications gradually changed, his personal outlook became more mature.

On the CBCL (Figure 3) the mother's Internalizing, Externalizing, and Sum T scores, reflecting her appraisal of her daughter, remained about the same. There was indication of problems with internalizing behaviors after Treatment 1, followed by improvement. In contrast, the scores that the

(a)



(b)

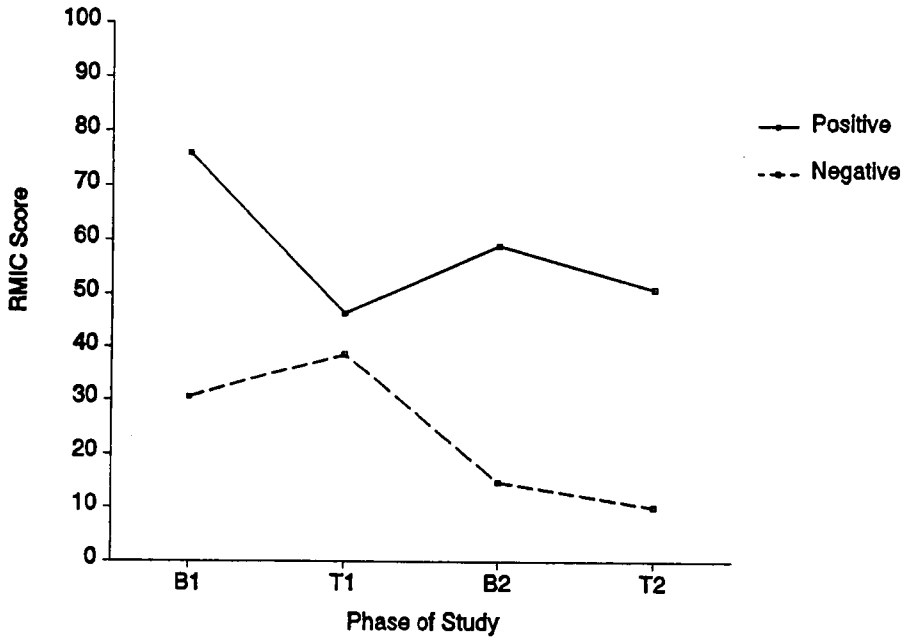
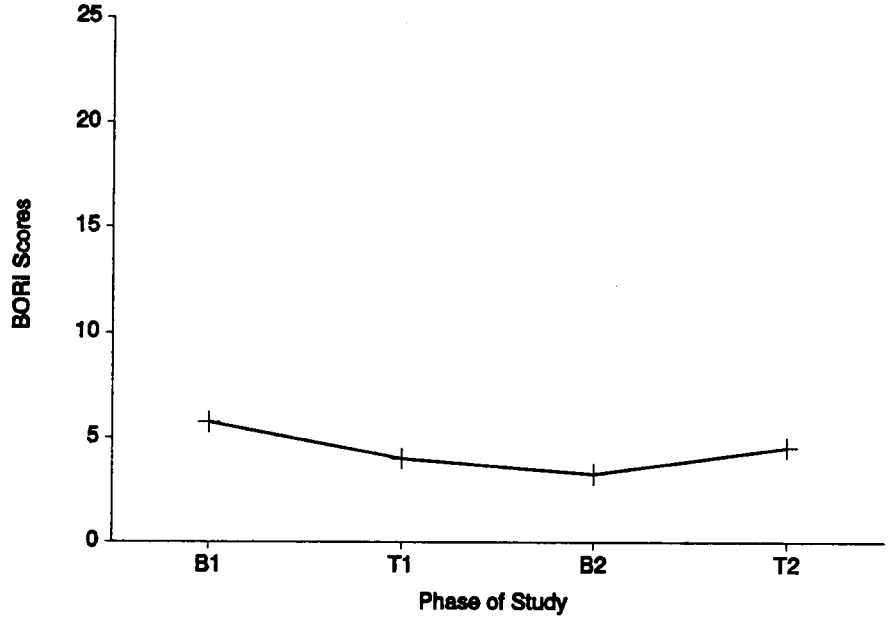


Figure 1. RMIC Scores for Mother (a) and Father (b)

(a)



(b)

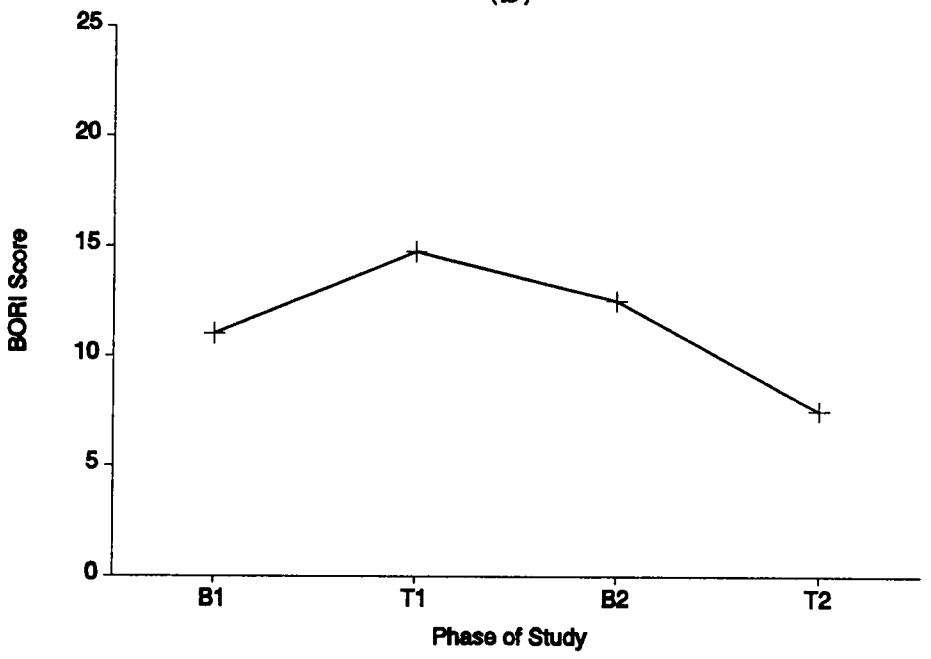


Figure 2. BORI Scores for Mother (a) and Father (b)

father gave all showed a steady decrease. Consistent with the father's changed perceptions of mother's communications and his improved maturity, his views of his daughter suggest that her behavior with him had improved.

As seen in Figure 4, Jenny remained likely to respond to the mother in a positive manner throughout the study. Noteworthy was a large increase in her positivity during Treatment 1. There were, however, some interesting changes regarding her response to the father. In line with the expected outcomes of intervention, Jenny showed a pronounced increase in her likelihood of responding positively to the father's approaches during Treatment 1. This new development remained through Baseline 2 and Treatment 2, and at the same time, her likelihood to respond negatively to the father steadily declined. This change, however, clearly did not begin during the Baseline 1, as seen in Figure 5 in the Appendix. Therefore, by the end of the study, Jenny became likely to respond to both parents in a positive manner and unlikely to respond to either of them in a negative manner, treating both of them equally.

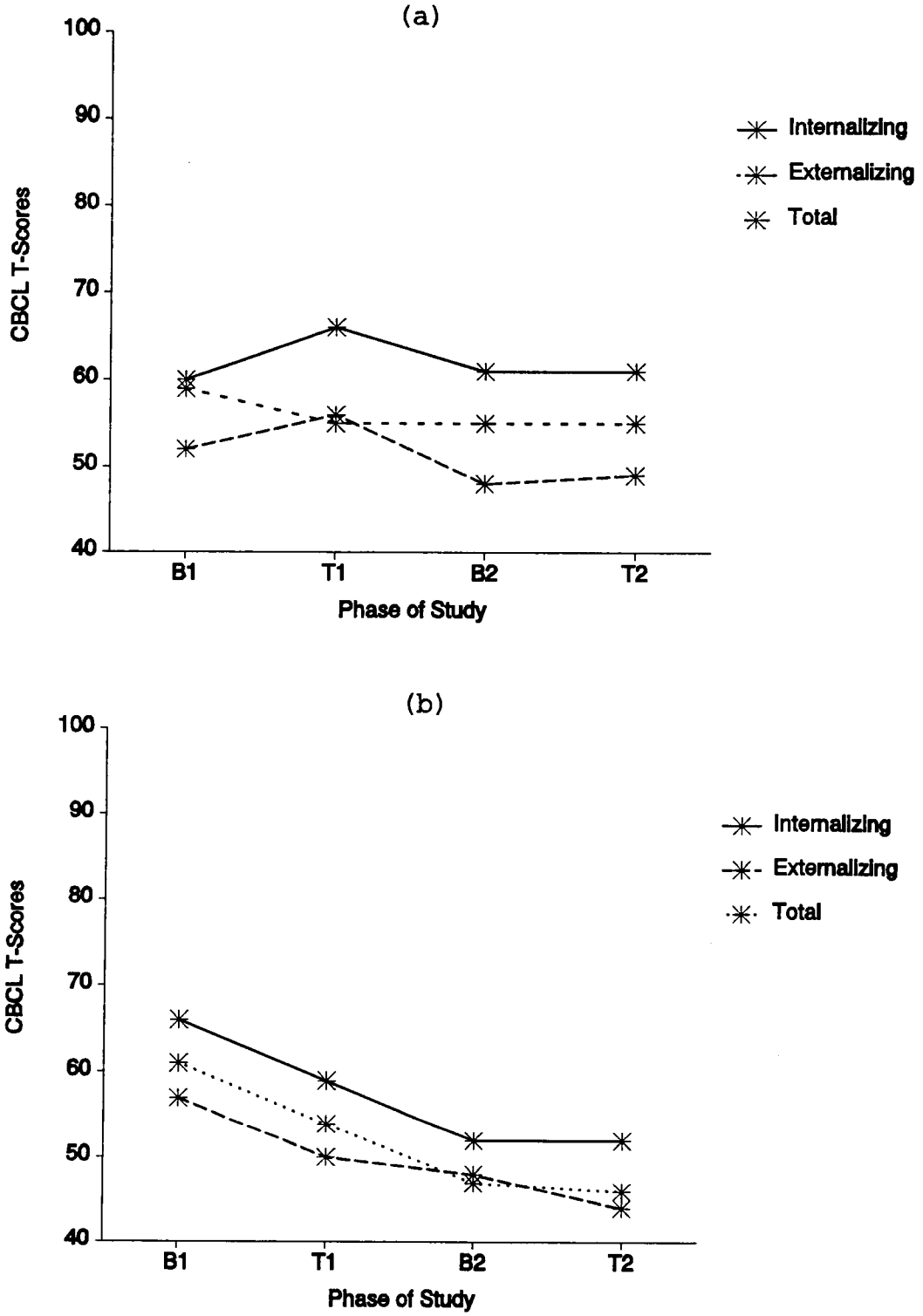


Figure 3. CBCL Scores for Mother (a) and Father (b)

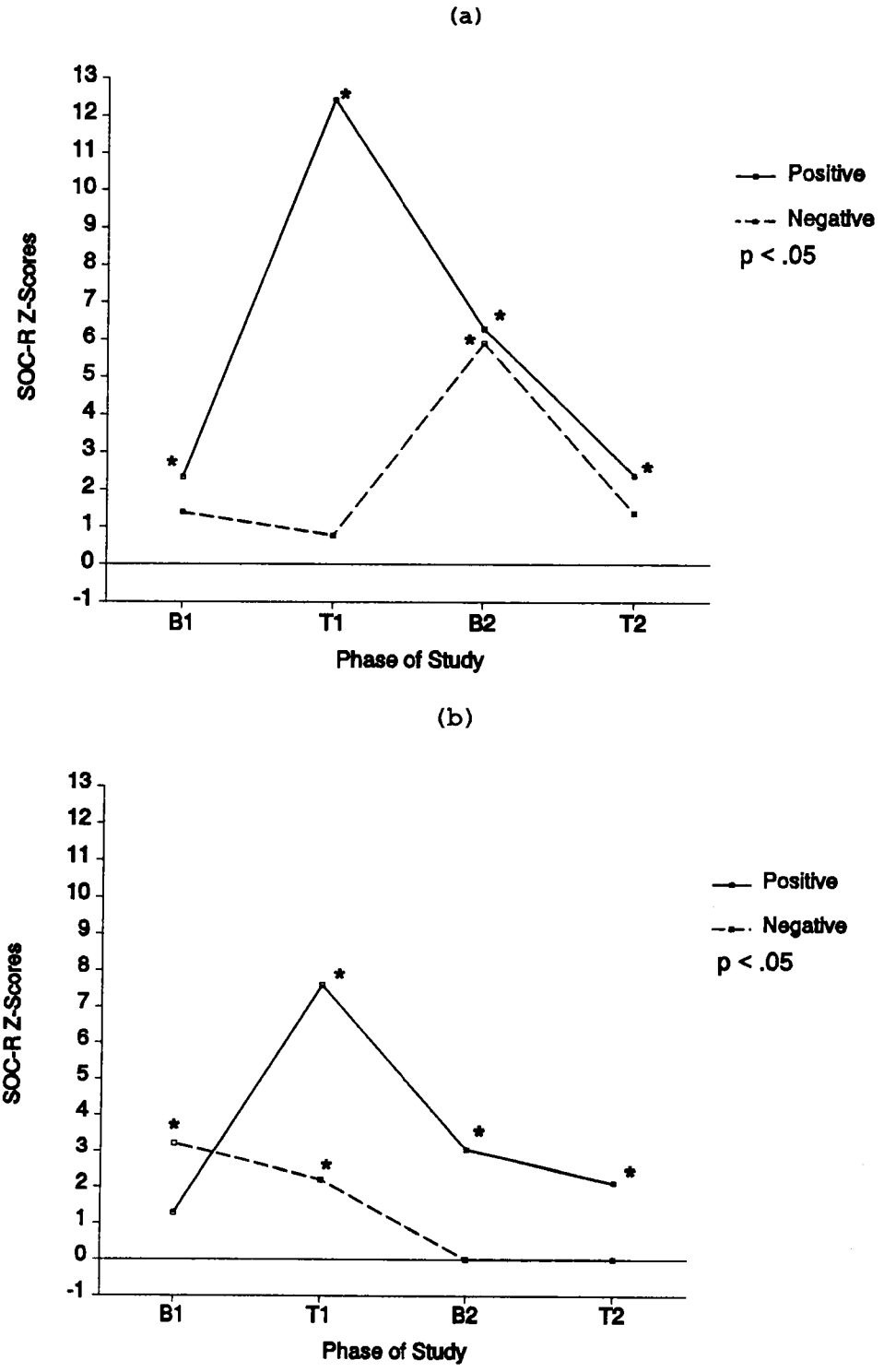


Figure 4. SOC-R Z-Scores for Child Response to Mother (a) and Father (b)

CHAPTER IV

DISCUSSION

The purpose of this study was two-fold: To capture a child's mediation of problems between her two parents, and to offer proof of its function through clinical intervention. The following themes emerged through interviews with this family: 1) The father heavily relied on others for support, had a history of irresponsible behavior, and was essentially childlike. 2) The mother had a disposition to take care of various people in her life, including the father, even though she would often display resentment in doing so. 3) The child was similar to the mother in her tendency to take care of others and play the role of a parent.

During the first phase of the study, the mother was found to see the father in an extremely favorable light. She viewed him as being very positive in his communications with her and saw almost no negativity in him. Although the father perceived the mother very favorably as well, he also saw substantially more negativity in her than she did in him.

These findings are consistent with interview data since both parents described each other in a highly positive manner. At the same time, the mother expressed concern regarding various areas of the father's life, including his drinking problem, low self esteem, his low paying, dead end job. In

fact, his drinking problem was cited as the primary reason for the divorce. Consistent with the mother's strong inclination to take care of people in a parental manner, she would encourage and direct him to try to move forward and improve his life. This encouragement often manifested itself in the form of criticism and thus, father's perception of her negativity makes sense. Mother's critical parent theme was also manifested in Jenny's home observational data, showing her to respond positively to her mother and negatively to her father. Her negativity was selectively addressed to her father in the form of critical judgements.

Hence, what we have found here is correlational evidence suggesting a child's alliance with her mother to improve her father's behavior. The operation of this alliance gains credibility in view of the apparent impact of the treatment intervention geared to reducing mother and daughter caretaking styles with father. As these caregiving factors leading to mediation were addressed through synthesis teaching, Jenny's mediational actions declined. In line with the theoretical model proposed by Davies and Cummings (1994), the alliance between Jenny and her mother seemed to work in the following way: Jenny followed her mother in behaving critically with her father in an attempt to improve him, which would thereby lead to an improvement of the relationship between the two parents. As Davies and Cummings (1994) have proposed, the quality of the marital relationship is an important factor in

the emotional security of the child, and therefore, an improved relationship between the parents would lead to greater emotional security in the child.

During intervention, according to self reports, such a change actually occurred. The father seemed to become more independent and mature, as indicated by the BORI, and lessened his need to rely on others, including his ex-wife, for support. The mother learned to prevent others from taking advantage of her and became more comfortable with allowing others to take care of her. As evidenced by the RMIC, she expressed less negative communications to the father. Jenny then relinquished her role as mediator between her parents, and began to treat them equally and behave well with both of them. As evidenced by the SOC-R, she became likely to respond positively to both of them and unlikely to respond negatively to either of them.

One point that is noteworthy is that Jenny's level of emotional security never changed throughout the study, as indicated by the SAT. She consistently remained at the level of Neither Secure nor Insecure.

One must keep in mind that the above process scenario is primarily based on correlational evidence and thus cannot be taken as conveying proof of Jenny's role as a mediator. It only shows that there is a correlation between the change in the parents' relationship with each other and Jenny's equal treatment of both parents. If causality were to be shown,

then the results from Baseline 2 would be the same as the results from Baseline 1, indicating that the absence of treatment results in a return to baseline conditions. However, in this study, the results from Baseline 2 were not the same as the results of Baseline 1, but instead indicated a continuation of the effects that occurred in Treatment 1. Thus, the outcome could be due to the passage of time.

Further investigation would have to be conducted to prove causality. Instead of employing a design involving a return to baseline, another design that could be implemented would be a multiple baseline design across subjects. This would involve the application of a particular treatment in sequence across matched subjects that have similar circumstances (Hersen & Barlow, 1976). In doing so, the baseline for each subject increases in length. The length of each subject's baseline would be determined randomly. To show proof of causality, improvement would occur during the time of treatment. This would control for the possibility that improvement may be due to the passage of time instead of treatment.

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APPENDIX

Table 2: RMIC Scores for Mother and Father

	Onset	B1	T1	B2	T 2
Mother					
Positive:					
Advisement	90.00	87.50	75.00	65.00	90.00
Interpret.	100.00	100.00	97.50	87.50	87.50
Disclosure	82.50	77.50	72.50	65.00	92.50
Question	55.00	62.50	75.00	77.50	82.50
Reflection	75.00	60.00	72.50	52.50	80.00
Negative:					
Advisement	5.00	0.00	7.50	0.00	0.00
Interpret.	0.00	0.00	5.00	0.00	0.00
Disclosure	5.00	0.00	2.50	12.50	0.00
Question	15.00	0.00	0.00	0.00	10.00
Reflection	7.50	0.00	12.50	7.50	5.00
Pos. Total	80.50	77.50	78.50	69.50	86.50
Neg. Total	6.63	0.00	5.61	2.63	3.10
RMIC TOTAL	87.62	88.57	86.19	81.37	91.19
Father					
Positive:					
Advisement	75.00	82.50	45.00	65.00	60.00
Interpret.	80.00	90.00	65.00	72.50	72.50
Disclosure	72.50	82.50	37.50	60.00	42.50
Question	65.00	62.50	62.50	52.50	47.50
Reflection	52.50	62.50	22.50	45.00	32.50
Negative:					
Advisement	37.50	15.00	40.00	15.00	10.00
Interpret.	37.50	32.50	55.00	22.50	12.50
Disclosure	52.50	40.00	45.00	5.00	7.50
Question	57.50	52.50	45.00	25.00	20.00
Reflection	7.50	10.00	5.00	5.00	0.00
Pos. Total	69.00	76.00	46.50	59.00	51.00
Neg. Total	39.29	30.61	38.78	14.75	10.20
RMIC TOTAL	66.43	74.05	55.95	73.31	71.43

Table 3: BORI Scores for Mother and Father

	Onset	B1	T1	B2	T2
Mother					
Insecure Attachment	10	8	6	4	6
Social Incompetence	4	2	0	0	2
Egocentricity	7	7	7	4	4
Alienation	2	6	3	5	6
TOTAL	5.75	5.75	4.00	3.25	4.50
Father					
Insecure Attachment	11	10	14	10	8
Social Incompetence	8	9	13	11	11
Egocentricity	7	11	10	11	5
Alienation	15	14	22	18	6
TOTAL	10.15	11.00	14.75	12.50	7.50

Table 4: Child's SAT Scores

	Onset	B1	T1	B2	T2
Solutions					
Story #1	6	6	6	6	6
Story #4	6	6	6	6	6
Story #5	5	6	6	6	6
Emotional Security	5	5	5	5	5

Table 5: CBCL T-Scores

	Onset	B1	T1	B2	T2
Mother					
Depressed	67	62	67	58	58
Soc Withdraw	56	55	56	56	59
Somatic Cmplts	63	55	67	61	63
Schiz-Obsess	64	68	64	68	64
Hyperactive	55	55	55	55	55
Sex Problems	70	55	74	63	63
Delinquent	57	57	57	57	57
Aggressive	55	55	55	55	55
Cruel	56	56	63	56	63
Internalizing	66	60	66	61	61
Externalizing	46	52	56	48	49
TOTAL	61	59	55	55	55
Father					
Depressed	58	67	60	55	55
Soc Withdraw	67	69	59	56	56
Somatic Cmplts	57	57	60	57	57
Schiz-Obsess	64	64	55	55	55
Hyperactive	55	55	55	58	55
Sex Problems	55	55	55	55	55
Delinquent	57	57	57	57	57
Aggressive	58	58	55	55	55
Cruel	56	56	56	56	56
Internalizing	60	66	59	52	52
Externalizing	57	57	50	48	44
TOTAL	56	61	54	47	46

Table 6: Conditional Probabilities and Z Scores for Home Observational Data

	B1	T1	B2	T2
Mother approach positive given child approach	1.60 5.01*	1.80 6.61*	0.90 2.58*	2.80 3.55*
Mother approach negative given child approach	0.00 -0.10	0.00 0.00	0.00 0.00	0.00 0.00
Father approach positive given child approach	1.30 4.81*	0.90 3.23*	0.50 3.14*	1.90 4.31*
Father approach negative given child approach	0.00 0.00	0.00 0.00	0.00 0.00	0.00 0.00
Child approach positive given mother approach	0.40 2.33*	6.20 12.42*	2.80 6.29*	1.10 2.37*
Child approach negative given mother approach	0.10 1.39	0.10 0.77	2.70 5.91*	0.40 1.37
Child approach positive given father approach	0.40 1.30	4.50 7.60*	0.90 3.04*	0.50 2.11*
Child approach negative given father approach	0.40 3.22*	0.10 2.20*	0.00 0.00	0.00 0.00

* $p < .05$

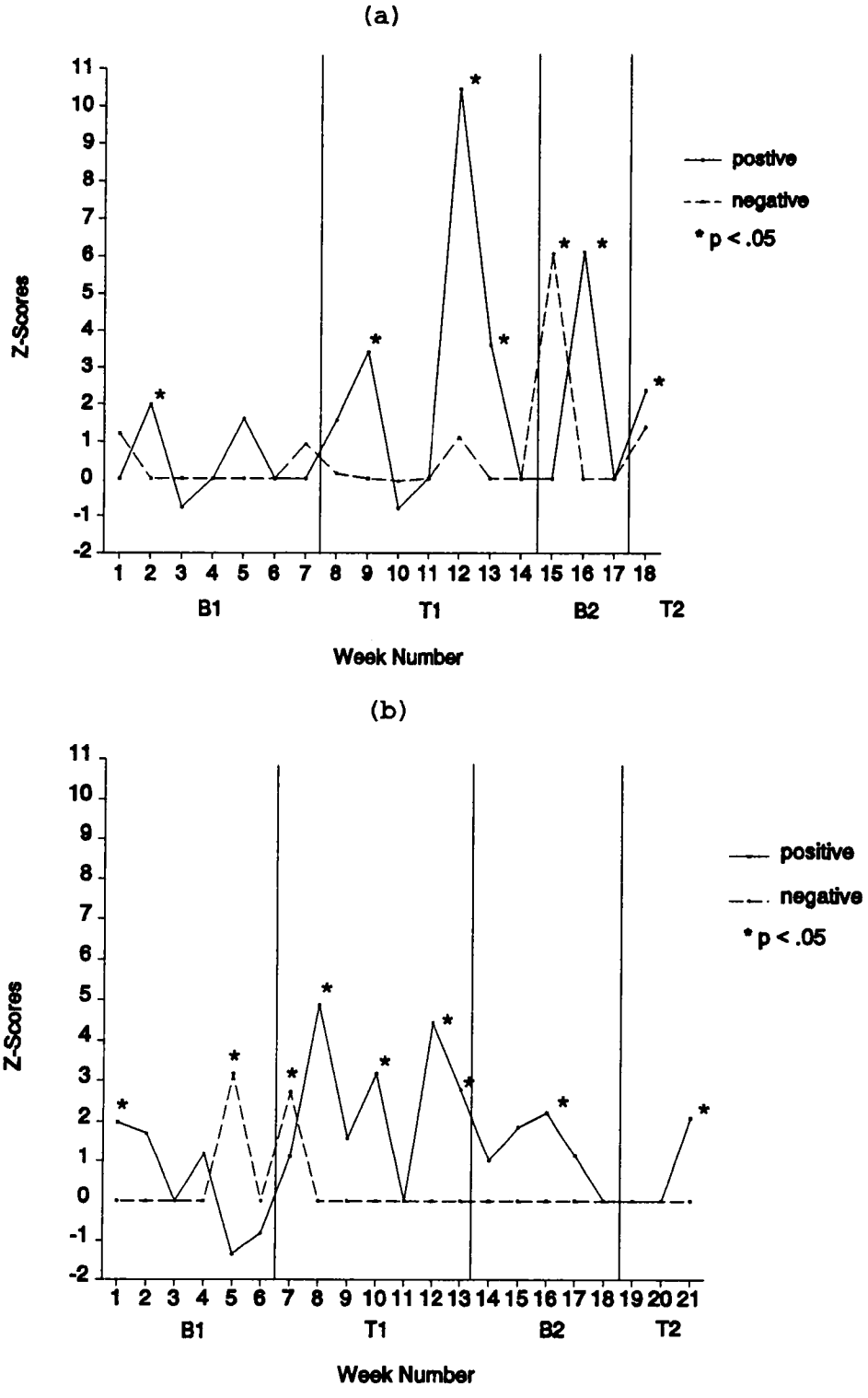


Figure 5. SOC-R Z-scores for Child Response to Mother (a) and Father (b) by Weeks

VITA

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